DOCUMENT RESUME

ED 154 877 95 JC 780 289

TITLE	Community Impact Study: A Summary.
INSTITUTION	Kalamazoo Valley Community Coll., Mich.; Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Oct 77
NOTE	43p.; For a related document, see JC 780 291
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	*Community Attitudes; Community Colleges; *Community Surveys; Economic Factors; Educational Needs; Employer Attitudes; Institutional Research; *Junior Colleges; Participant Satisfaction; *Program Effectiveness; *School Community Relationship; Teacher Attitudes
IDENTIFIERS	Employer Surveys; *Impact Studies; Kalamazoo Valley Community College MI

ABSTRACT

Kalamazoo Valley Community College (KVCC), in cooperation with the National Center for Higher Education Management Systems, conducted a comprehensive community impact study designed to provide information for planning and evaluating college programs and services. To discover KVCC's economic, educational, and social/recreational impact on its service community, six target populations were surveyed utilizing a variety of random, stratified, universal, and selected samples: registered voters, KVCC faculty and staff, other area educators, area employers, civic leaders, and social agency directors. Additional appropriate information came from college records. KVCC was perceived as performing its role and serving the community in a very satisfactory manner by 96% of the 1,125 respondents; a very small minority indicated unmet education needs. Needs cited were generally specific to individual interests and concerns. Eighty-two percent of sampled registered voters who had educational contact with KVCC expressed satisfaction with their experiences. Ninety-four percent of employers employing people trained at KVCC rated the training as good or excellent. Respondents who used college services (20,000 annually) and facilities expressed high degrees of satisfaction. KVCC had a positive economic impact on the community; nearly six million dollars locally each year are expended with about three million funneled into the local economy from state funding. (Author/TR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED154877

Community Impact Study

A Summary

JC 780 289

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Nancy Woods

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

KALAMAZOO VALLEY COMMUNITY COLLEGE

COMMUNITY IMPACT STUDY

* *

- A SUMMARY -

For more information:

Dale B. Lake, President
Kalamazoo, Michigan

October, 1977

Acknowledgement

Kalamazoo Valley Community College wishes to acknowledge the support provided by the National Center for Higher Education Management Systems throughout this project. The Center provided expertise and resources which greatly contributed to the success of the study.

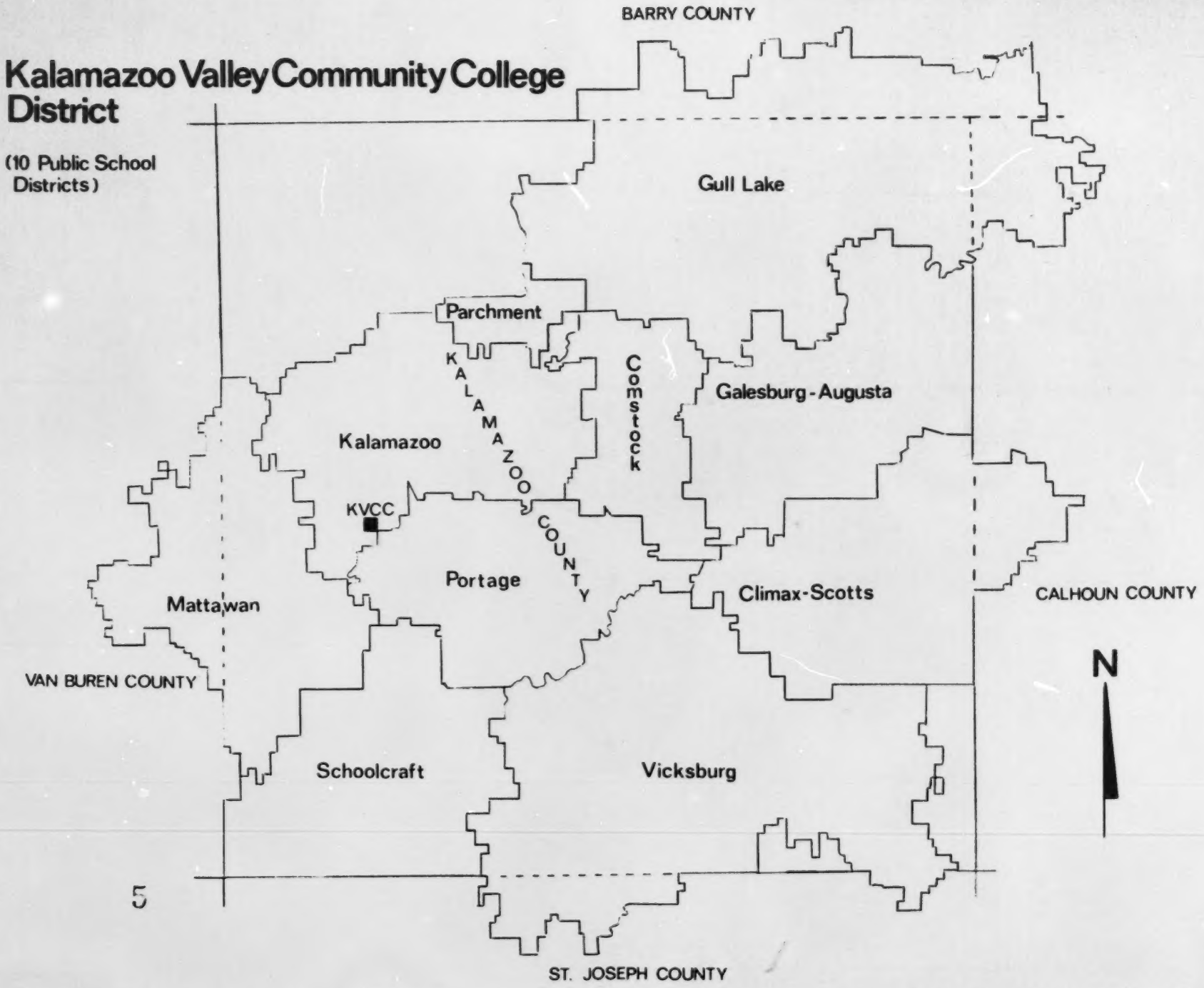

Kalamazoo Valley Community College District
(10 Public School Districts)
BARRY COUNTY
Gull Lake
Parchment
KALAMAZOO COUNTY
Comstock
Galesburg-Augusta
Kalamazoo
KVCC
Portage
Climax-Scotts
CALHOUN COUNTY
Mattawan
VAN BUREN COUNTY
N
Schoolcraft
Vicksburg
ST. JOSEPH COUNTY

Table of Contents

	Page
Acknowledgement	i
List of Tables	iii
List of Figures	iii
Summary	iv
Background of the Study	1
Purpose of the Study	2
Study Methodology	3
Survey of Registered Voters	4
Survey of KVCC Faculty/Staff	4
Survey of Employers	4
Survey of Educators	5
Survey of Civic Leaders	5
Survey of Social Agency Directors	5
College Records Search	6
Data Analysis	7
Limitations of the Study	7
Findings	8
General Perceptions of the College	8
Educational Programs and Services	13
College Services and Facilities	20
Economic Factors	24
Conclusions	25
Appendices	26
A. Comments Made During Group Interviews	26
B. Comments Related to "Unmet Educational Needs"	28
C. Administrative Applications of the Study Results	31

List of Tables

		Page
1.	Survey Populations and Samples	6
2.	Total Headcount Registered for Credit per 12 Month Period	13
3.	Credit Hours, Courses, and Sections 1968 to 1976	14
4.	Degrees Granted Per Year	15
5.	Facilities Usage, 1975 and 1976	20
6.	KVCC Income for FY1976-77	24

List of Figures

I. Responses to "How well is KVCC achieving this goal?" 9

II. Responses to "In general, how do you feel KVCC is serving the Greater Kalamazoo community?" 11

III. Voters' Responses to "How satisfied were you with your educational experience at KVCC?" 16

IV. Responses of Voters to "How have KVCC courses and programs helped you and other persons you know?" 17

V. Employers' Rating of Training Received by their Employees at KVCC 19

VI. Awareness of, Use of and Satisfaction with KVCC Services and Facilities by Employers 21

VII. Awareness of, Use of and Satisfaction with KVCC Services and Facilities by Educators 23

KALAMAZOO VALLEY COMMUNITY COLLEGE

Community Impact Study

SUMMARY

Kalamazoo Valley Community College (KVCC), in cooperation with the National Center for Higher Education Management Systems (NCHEMS), conducted a comprehensive community impact study. This project was designed to provide the College with information for the planning and evaluation of College programs and services.

Six target populations were surveyed to discover the economic, educational and social/recreational impact KVCC has had on the community. The populations were: registered voters, KVCC faculty and staff, other area educators, area employers, civic leaders, and social agency directors. Information was also gathered from appropriate College records.

Analysis of the data revealed KVCC is perceived as performing its role and serving the community in a satisfactory manner by 96% of the 1,125 people who responded to that question. For all target population respondents only a very small minority indicated that there are educational needs which are unmet and which KVCC should be attempting to meet. Needs given were generally specific to individual interests and concerns.

Of the registered voter respondents who had had a personal educational contact with the College, 82% expressed satisfaction with their experience. Of the employers who currently employ people who received job-related training at KVCC, 94% rated that training as "good" or "excellent".

College services and facilities are used by approximately 20,000 people each year, for non-College events. The survey respondents who reported use of College services and facilities expressed a high degree of satisfaction.

The College has had a positive economic impact on the community. Nearly six million dollars are expended locally each year. State funds contribute about three million dollars annually to KVCC income, funneling that much money into the local economy.

The findings of this study revealed KVCC enjoys a very positive image in the community and is perceived as fulfilling well its basic mission. Data for this study and other studies which are being conducted regularly by the College, provide vital information upon which the College can further develop and refine its programs and enhance its services to the community.

Background of the Study

Kalamazoo Valley Community College (KVCC) is a comprehensive, community-based, two-year college. Presently, the College serves over 6,000 students in 55 different programs, and offers a variety of services to community residents. KVCC has been in operation for ten years -- years in which many types of educational institutions have undergone drastic, often unforeseen, change.

Because of pressures such as economic inflation, declining student enrollments, increased competition for public funds, accelerating technological and social change, and the educational needs of the academically disadvantaged, educational administrators have an increased need for timely and objective information.

As a community college, KVCC is vitally interested in the impact of the College on the community. College administrators must determine the most efficacious use of limited resources, plan for the needs of the community, and evaluate the success of meeting those needs. Specifically, community impact information can:

Improve program planning and development

Delineate unmet educational needs

Contribute to institutional self-study and renewal

Improve public understanding of the College

Help meet accountability demands

The College began planning its comprehensive community impact study

in the fall of 1975. The project was part of an Advanced Institutional Development Program grant (Title III), funded by the U.S. Office of Education.

The National Center for Higher Education Management Systems (NCHEMS), an independent, non-profit organization located in Boulder, Colorado, expressed interest in the project, especially as it related to the measurement of educational outcomes. This mutual interest evolved into a joint effort, utilizing the resources of both KVCC and NCHEMS.

An Advisory Committee, consisting of community leaders, was formed to help guide the project. Individual committee members were familiar with one or more target populations and their review of survey instruments and procedures produced many valuable suggestions and insights.

Purpose of the Study

The primary purpose of this study was to gather and evaluate information about the impact of the College on various target populations in its service area. Findings from the study are intended for use by KVCC administrators in planning and evaluating College programs and services.

A second purpose was to inform target populations about the College and its programs and services. This is accomplished through the survey questionnaires, as well as through communication of study findings.

It is expected that this project will serve as a prototype for other community colleges, and that KVCC can replicate all or part of the surveys in the future.

The study goals were:

1. Obtain and report information about the impact of the College on identified impact populations; and

2. Develop a set of procedures and instruments which will enable replication of the study.

An additional benefit in the future will result from having baseline data available for longitudinal study.

Study Methodology

Standard survey research methodology was employed throughout the study. Six target populations were identified, and surveyed independently. The populations were: College faculty and staff, other educators employed in the area, registered voters in the College district, area employers, social agency directors, and community civic leaders. Other pertinent information was obtained from College records.

Each target population was surveyed to gain information regarding the educational and social/recreational impact of the College. Questions dealing with economic impact were limited primarily to the KVCC faculty/staff survey. The surveys also provided an opportunity for a limited needs assessment.

While methodology pertinent to each target population is presented below, several procedures were employed across all of the populations, and can be summarized here. First, each target population sample received a mailed questionnaire, accompanied by a cover letter and a postage-paid return envelope. Non-respondents received a second questionnaire, letter and return envelope. The second questionnaire was mailed approximately

two weeks following the first.

With the exception of the KVCC faculty/staff survey, all cover letters were signed by the President of the College. First class mail was employed throughout the study.

Survey of Registered Voters

Lists of registered voters are maintained for each of the ten school districts which comprise the College service area. A proportional stratified sample was drawn from these lists, resulting in a total sample of 2,001, or 1.6% of the 122,270 registered voters. Questionnaires returned as undeliverable by the postal service reduced the sample size to 1,555. Usable questionnaire returns totaled 383, or a 24.6% return rate.

Survey of KVCC Faculty/Staff

All employees of the College were surveyed. Names and addresses were provided by the payroll department. Of the 407 employees, seven had moved and left no forwarding address, resulting in a population of 400. One hundred and ninety-six (196) questionnaires were returned, resulting in a 49% return rate. This survey was handled by NCHEMS, with the cover letter from NCHEMS and return envelopes addressed to NCHEMS.

Survey of Employers

The population for this survey was defined as all employers listed in the Kalamazoo County Chamber of Commerce Membership List, Kalamazoo Area Directory of Manufacturers and Processors, and the KVCC Placement Office list of employers. After eliminating duplications from these lists, a 25% random sample was systematically drawn, resulting in 355

employers. Of these, 193, or 54.4%, returned the questionnaire.

Survey of Educators

The population for this survey was defined as all full-time professional staff employed by each of the 10 school districts in the KVCC service area and by each of the postsecondary institutions in the area (Western Michigan University, Nazareth College, and Kalamazoo College). From lists provided by the school districts and colleges, a 25% random sample was systematically drawn. Additionally, all superintendents, principals, presidents, vice-presidents and deans were automatically included in the sample. Three hundred and ninety-eight (398) usable questionnaires were returned, or 42.6% of the 935 educators sampled.

Survey of Civic Leaders

The sample for this survey was "purposively" chosen, by research staff and College administrators. Persons chosen were representative of various groups, including local government, organized labor, organized religion, business organizations, and community service organizations. All of the 70 persons chosen received a mailed questionnaire, of which 45, or 64.3%, were returned. In addition, these same people were invited to participate in group interview/discussion sessions held at the College. Thirty-five (35) of 45 respondents participated in the group interviews, which were conducted by the President of the College.

Survey of Social Agency Directors

Methodology for this group was identical to that for civic leaders. Twenty-five (25) directors of social agencies, such as Red Cross,

vocational rehabilitation centers, YMCA and so forth were included in the survey. Of these, 16 (64%) returned the questionnaire, and seven participated in the group interview session.

College Records Search

A list of variables common to community impact studies was compiled by the research team. Data were collected from various offices in the College, and are included as appropriate throughout the findings to give the reader perspective on College operations.

Summary of Samples

Table I, below, summarizes target population sizes, sample sizes, and usable questionnaire returns.

TABLE I

Survey Populations and Samples

Target Population	Approximate Population Size	Sample (a) Size		Usable Questionnaire Returns	
		N	%	N	%
KVCC Faculty/Staff	407	400	100.0	196	49.0
Registered Voters	122,270	1,555	1.3	383	24.6
Employers (b)	1,440	355	24.7	193	54.4
Educators	3,800	935	24.6	398	42.6
Social Agency Directors	NA (c)	25		16	64.0
Civic Leaders	NA (c)	70		45	64.3

(a) Sample size reflects adjustments for questionnaires returned as undeliverable.
(b) Population was defined as those employers listed in the Chamber of Commerce Directory, Kalamazoo Area Directory of Manufacturers and Processors, and KVCC Placement Office Employers List.
(c) Populations were not defined. Samples were "purposively" chosen.

Data Analysis

Data presented in this report consist of tallies and percentages for various questionnaire items. Many crosstabulations were prepared and analyzed, but few consistent patterns were established. Various descriptive statistics were also prepared.

The reader will note that the data presented in this report excludes "blank" responses. Only actual responses are included in tables, figures, and percentages. The exact nature of any missing response cannot be determined, and therefore only known responses are presented. The N (total number of responses) for items displayed in tables or figures will vary according to the number of blank or missing responses for each question.

Missing responses for all survey questions and the resulting percentage breakdown of all response categories are available from the Office of Institutional and Management Studies, along with crosstabulations.

Limitations of the Study

Every effort possible was made to ensure reliability and validity of findings. Questionnaires and procedures were pre-tested where possible, and actions were taken to increase the survey return rates. Limitations are those common to survey research and include possible sample selection bias for the civic leaders and social agency directors surveys. For the KVCC faculty/staff survey, full-time faculty and administrators were slightly more apt to return the questionnaire than part-time faculty, technicians, and hourly employees. The reader is reminded that the survey of registered voters is generalizable only to voters and not to the general population. With the exception of civic leaders and social

agencies directors, random sampling techniques serve to increase the representativeness of subjects.

Findings

Findings presented in this Summary Report are necessarily limited. Included are those findings most pertinent to study objectives. For the interested reader, other data such as demographic findings and item by item breakdowns are available for each sample. These materials are located in the Office of Institutional and Management Studies.

In the following pages, findings are grouped by four content areas: general perceptions of the College, educational programs and services, College services and facilities, and economic factors. Since questionnaires were not identical for each sampled population, findings presented in each area reflect the most relevant data and target population.

General Perceptions of the College

Overall, respondents from each sampled population were very positive in their evaluation of College performance. Two questions dealing with general satisfaction were included in all questionnaires. First, subjects were given a statement of purpose for the College and asked to evaluate how well KVCC is fulfilling this purpose:

> The overall purpose of KVCC is to provide educational programs and services as needed by the residents of the Greater Kalamazoo community beyond the high school level. The education and training provided by KVCC are intended to help students obtain the knowledge and skills needed for educational and occupational career advancement, personal development, and recreational development.
>
> Given this overall purpose of KVCC, how well do you feel KVCC is achieving this goal?

Responses to this item are summarized in Figure I, page 9. As this

Figure I

Responses to

"How well is KVCC achieving this goal?"

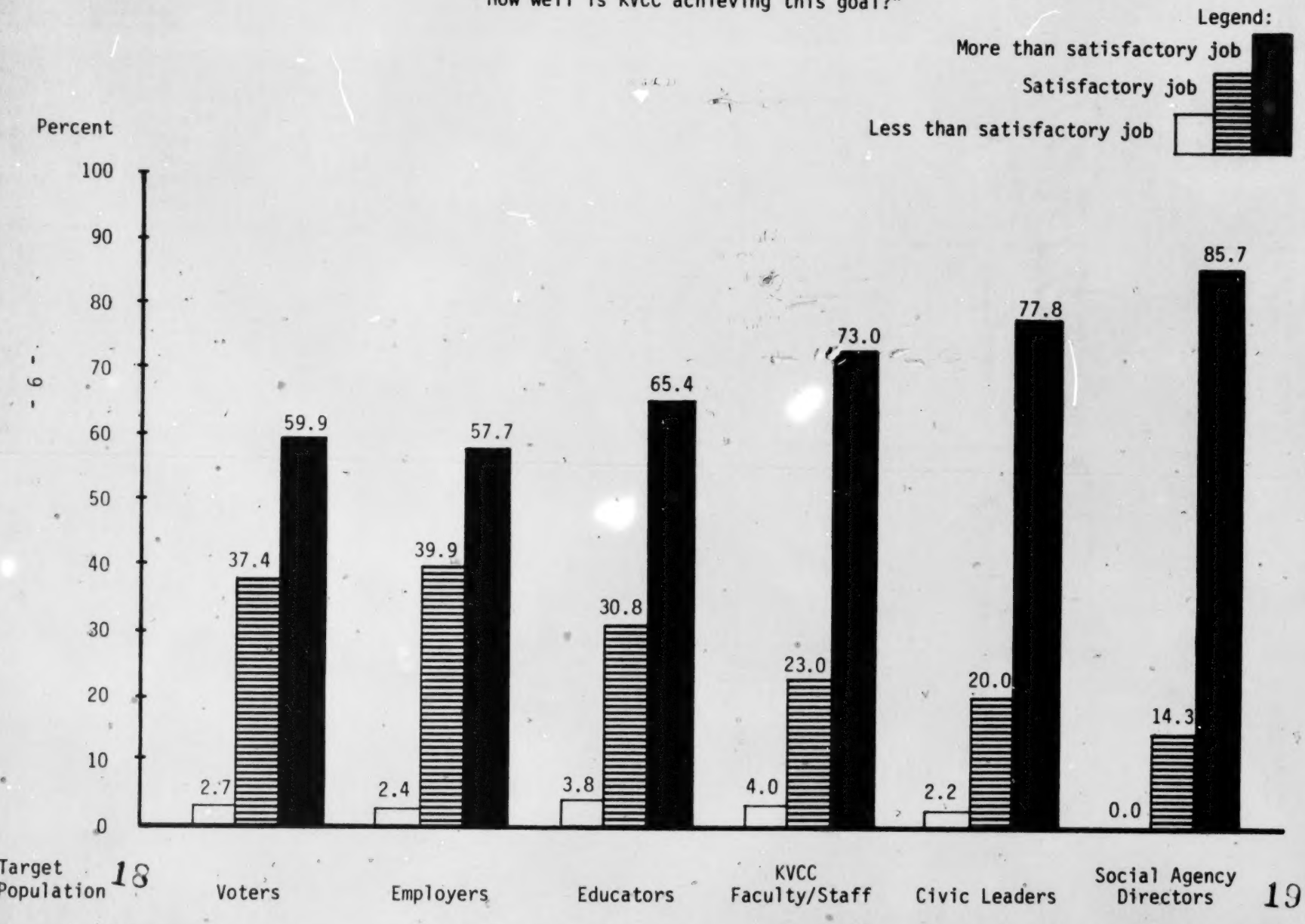


figure shows, over 96% of the 1,125 respondents who answered this question indicated the College is achieving its goal in at least a satisfactory manner. Only 36 (3.2%) indicated they were less than satisfied with the College's achievement of its goal.

Similar results were found for the question, "In general, how do you feel KVCC is serving the Greater Kalamazoo community?" Over 97% of the respondents who answered this question indicated the College is performing its job satisfactorily or better. Figure II, page 11, portrays the response of each sample to this question.

The highest ratings of College performance were given by civic leaders, social agency directors, and KVCC faculty and staff. Educators, employers, and registered voters expressed similar attitudes, although slightly lower than the other three groups.

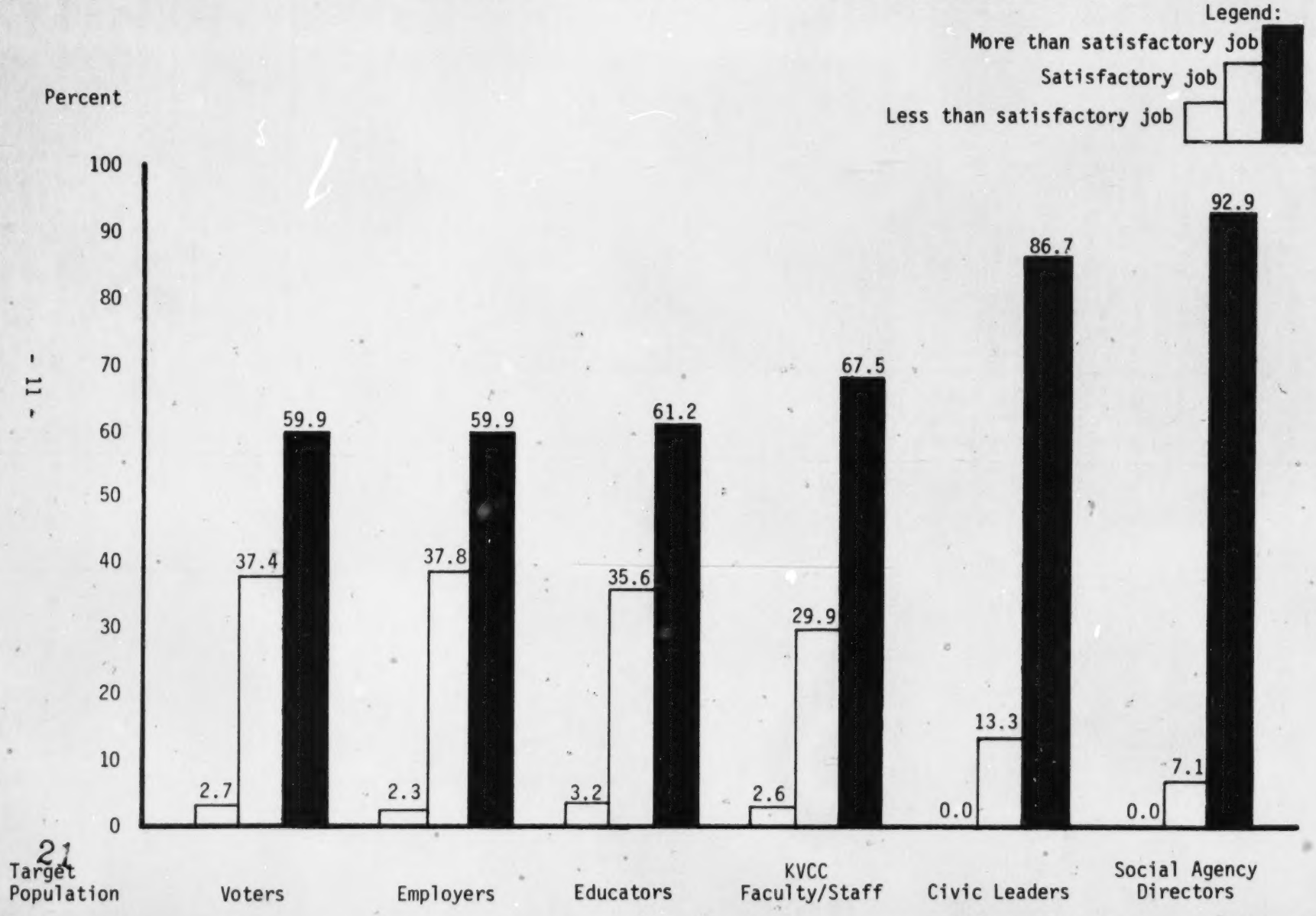
A third question was included on all questionnaires: "Are there educational needs in the Greater Kalamazoo community that you feel KVCC should be attempting to meet, but is not meeting at the present time?" The majority of respondents in all samples indicated "No" to this question. Of the registered voters who responded to this question, 18.6% indicated "Yes", there are educational needs which KVCC should be attempting to meet. This was the lowest percentage of any sample to indicate "Yes". KVCC faculty and staff were the group most likely to indicate that there are needs KVCC should be attempting to meet, with 38.4% selecting the "Yes" response.

The respondents who indicated there are unmet needs were asked to

Figure II

Responses to

"In general, how do you feel KVCC is serving the Greater Kalamazoo community?"



specify those needs. Needs suggested by these respondents were generally specific to individual needs and interests. Area educators were likely to suggest a program or service which would benefit their students. Employers often suggested a course which would benefit their employees. Social agency directors were apt to indicate a service for their clientele, and so forth.

Of the 69 KVCC faculty and staff who specified an unmet need, 19 made reference to a specific program or course, 15 commented on general areas of emphasis or policy, and 10 suggested needs in relation to minority groups, the elderly, or academically disadvantaged.

Other area educators most often stated a need related to vocational/technical education (23 of the 82 educators who specified an unmet need). Specific programs or courses were also mentioned frequently by educators, with 18 responses.

Employers, more than any other group, stated a specific course or program as an unmet need, with 21 of a possible 34 responses recorded in this category.

Appendix B lists typical needs as stated by each sample.

From these findings, the College is perceived as performing its role in the educational community well, and is also perceived as able to meet a wide variety of needs specific to the respondents' educational orientation.

General perceptions of the College and its role were also elicited in the group interviews with civic leaders and social agency directors. (See Appendix A for specific comments.). From the discussion and written

comments provided by these groups, KVCC is perceived as providing higher education to many people who would not otherwise have attended college. The wide variety of courses and individualized attention available to students were often noted. Both groups indicated a need for increased publicity of programs and services, and clarification of the distinct role of KVCC as compared with other postsecondary institutions in the community.

Educational Programs and Services

The impact the College has had on the community is evidenced by the fact that since classes were first offered in 1968, over 50,000 persons have been served. During the fiscal year ending June 30, 1977, total headcount enrollment was 14,776 and registered credit hours totaled 95,020. Table 2, below, summarizes KVCC's enrollment history.

Table 2

Total Headcount Registered for Credit Per 12-Month Period

CALENDAR YEAR	REGISTERED CREDIT HOURS	TOTAL HEADCOUNT ENROLLED (a)	IN-DISTRICT N	%	OUT-OF-DISTRICT N	%
1968	16,425	1.518	1,243	82	275	18
1969	40,585	4,811	4,041	84	770	16
1970	60,475	8,119	6,658	82	1,461	18
1971	65,040	7,724	6,256	81	1,468	19
1972	68,588	8,899	7,475	84	1,424	16
1973	76,555	11,709	10,304	88	1,405	12
1974	79,120	13,121	11,546	88	1,575	12
1975	94,700	14,253	12,400	87	1,853	13
1976	99,168	15,292	13,151	86	2,141	14
TOTAL	600,656	85,446	73,074	(86)	12,372	(14)

(a) Figures given are unduplicated within semesters, with some duplication within the calander year.

Since 1968 enrollment has increased by over 900%, and the increase since 1973 is slightly over 30%.

Table 3 details registered credit hours, the number of courses, and the number of sections for each fiscal year since 1968. These figures reflect only courses which were offered for college credit. In addition, it is conservatively estimated that at least 10,000 persons have been served through non-credit courses, seminars and workshops.

Table 3

Credit Hours, Courses, and Sections 1968 to 1976

Fiscal Year	Credit Hours	Courses	Sections
1968-69	31,413	226	497
1969-70	52,903	413	704
1970-71	61,490	504	888
1971-72	68,854	598*	1,071*
1972-73	74,999	628	1,127
1973-74	78,594	706	1,175
1974-75	83,996	751	1,312
1975-76	99,356	858*	1,594*
1976-77	95,020	862*	1,854*

Table 4

Degrees Granted Per Year

YEAR	CERTIFICATES	ASSOCIATE OF ARTS	ASSOCIATE OF SCIENCE	ASSOCIATE OF APPLIED SCIENCE	TOTAL
1969	2	1	0	0	3
1970	7	55	4	59	125
1971	4	61	11	63	139
1972	3	67	18	134	222
1973	14	82	14	144	254
1974	43	98	27	251	419
1975	95	85	16	209	405
1976	97	91	20	240	448
TOTALS	265	540	110	1,100	2,015

Table 4 presents the number of degrees and certificates granted per year. KVCC awards three types of associate degrees -- Associate of Arts, Associate of Science, and Associate of Applied Science -- which are granted for two-year programs of study. Certificates are awarded for one-year programs.

Voters Educational Impact

Of the registered voters who responded to the survey, 37% (144) indicated that they, or a member of their household, had enrolled in a program or course at the College during the past five years. As Figure III depicts, less than 9% of these educational users indicated any dissatisfaction with their experience at the College.

Of those respondents who indicated enrollment at KVCC, the largest number were enrolled in a course or program related to their occupation or a career (37.7%). Equal numbers of respondents (22.7%) indicated

Figure III

VOTERS' RESPONSES TO

"How satisfied were you with your educational experience at KVCC?"

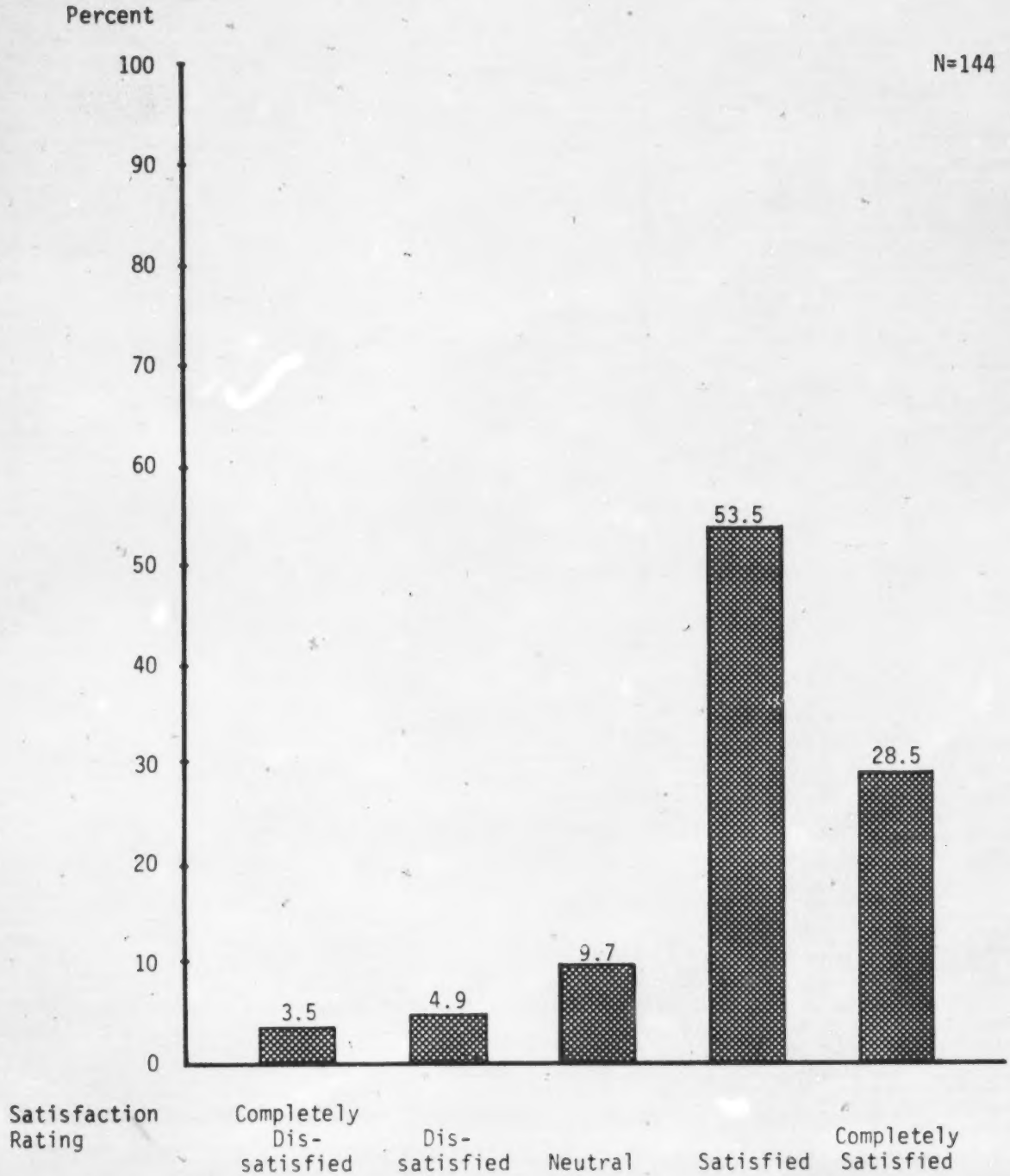
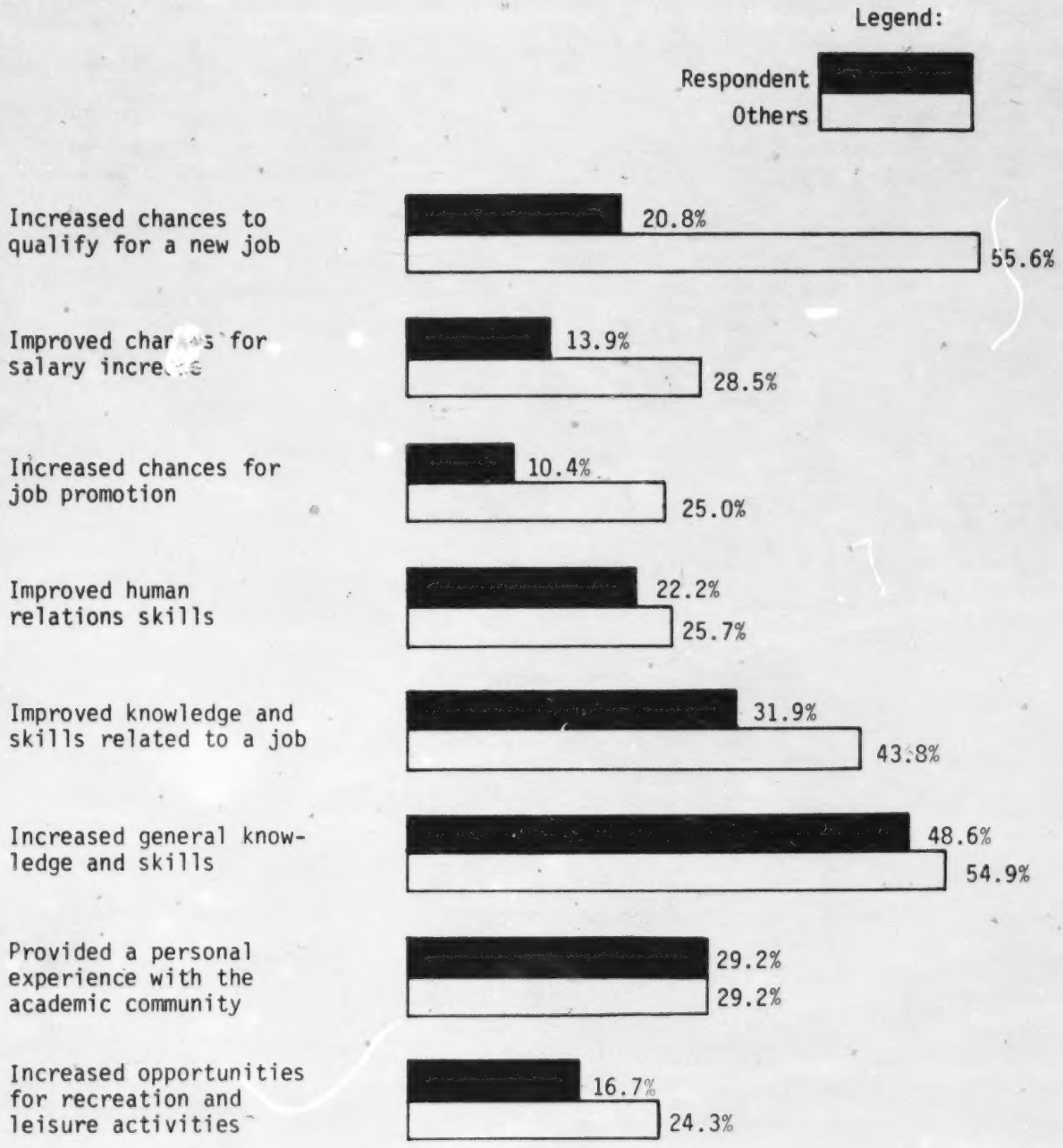


Figure IV

RESPONSES OF VOTERS TO

"How have KVCC courses and programs helped you and other persons you know?"



Note: Responses do not total 100% due to multiple responses.

N = 144

enrolling in general academic or college transfer courses. Seventeen percent (17%) were enrolled for skill training and upgrading.

The 144 voters who reported enrollment at KVCC were also asked to indicate how KVCC courses and programs have helped them and other people they know. As shown in Figure IV (page 17), the largest number of respondents indicated KVCC has helped them in an area related to employment. "Increased general knowledge and skills" was an area also frequently chosen, with 48.6% of the respondents indicating they had been helped in this area, and 54.9% indicating they know someone else who has been helped in this area.

Employers Educational Impact

From the survey of employers, 56% of the 193 respondents reported that their organization currently employs people who have taken courses at KVCC. Of these employers, over one-half indicated the courses taken were related to the present job of the employee.

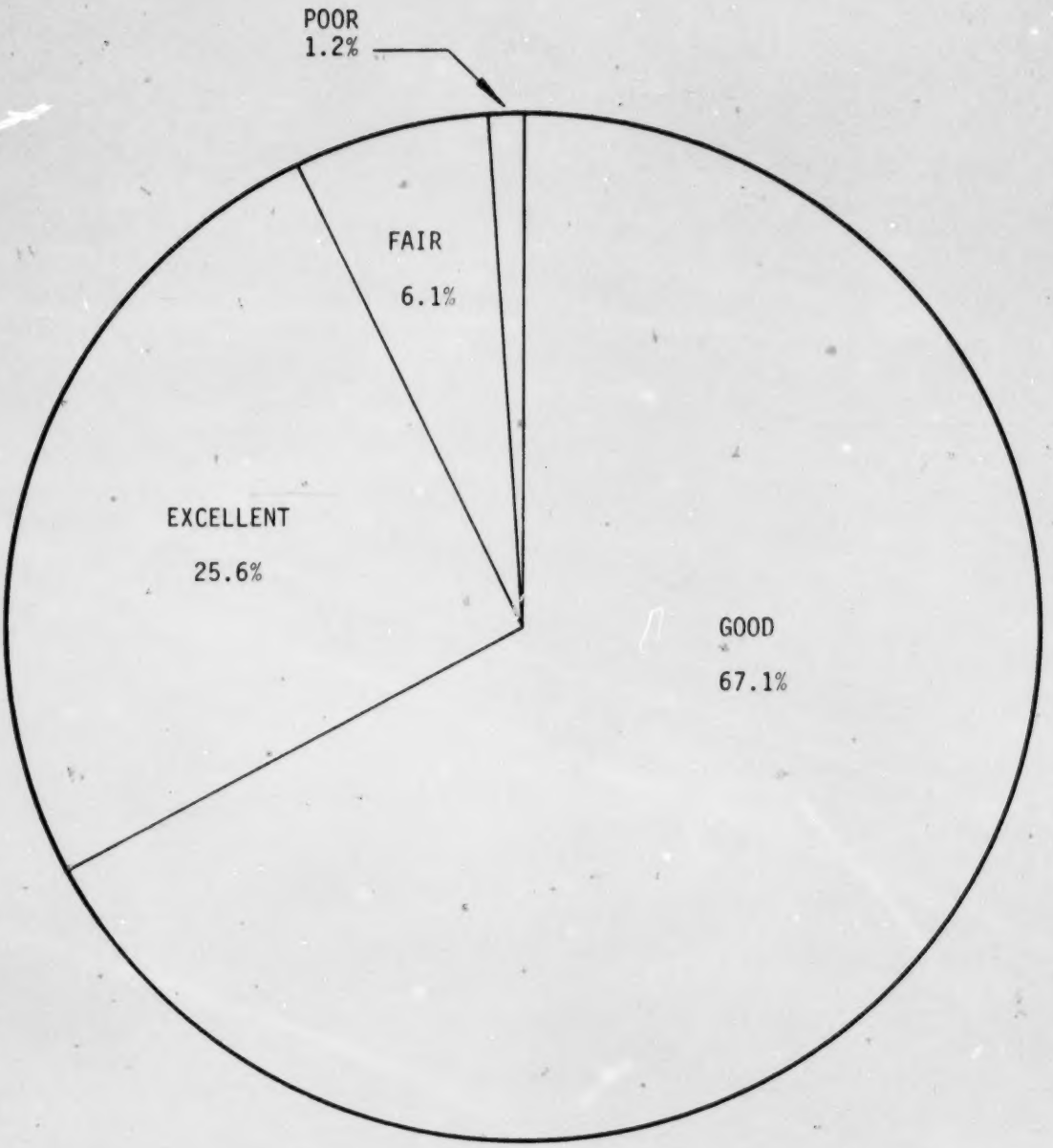
On a scale of "poor" to "excellent", 93% of the respondents rated the quality of training received by their employees at KVCC as either "good" or "excellent". Figure V shows these findings. Nine employers made comments regarding the quality of training received by their employees at KVCC. Four of these comments indicated a positive evaluation, two comments were negative, and three suggestions were given.

One-half of the social agency directors who responded to the survey indicated their agency has used College courses for both their employees and clientele.

From the research findings, the impact of educational programs offered by the College has been both far-reaching and positive.

Figure V

EMPLOYERS RATING OF
TRAINING RECEIVED BY THEIR EMPLOYEES
at
KVCC



College Services and Facilities

The College makes available for community use a number of services and facilities. These include the library, assessment services, athletic facilities, and meeting facilities, to name a few. A summary of facilities usage for 1975 and 1976 appears in Table 5.

Table 5

Facilities Usage, 1975 and 1976

YEAR	TOTAL NUMBER OF SCHEDULED USES	TOTAL NUMBER OF PARTICIPANTS	TOTAL HOURS USED
1975	218	23,640	1,320
1976	180	17,494	1,229
TOTALS	398	41,134	2,549

Types of groups served included youth organizations, local government, service organizations, social clubs, private receptions, and other educational institutions.

Services and Facilities Impact on Registered Voters

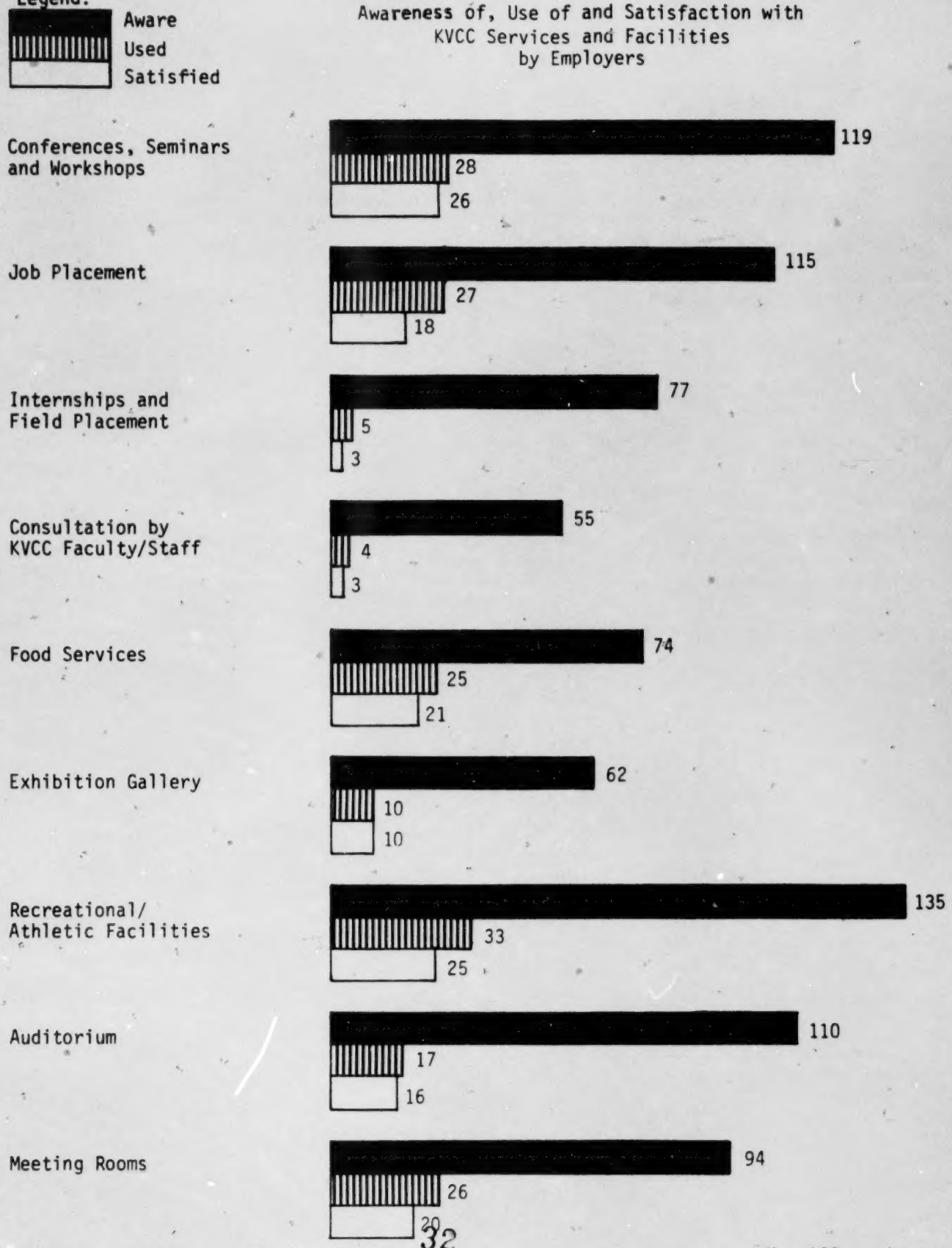
Voters reported they are most likely to be aware of and use the cafeteria, library, and athletic facilities. Less than 10% of these users of College facilities and services expressed any dissatisfaction. On a scale ranging from "completely satisfied" to "completely dissatisfied", 84% of the voters who had used KVCC services indicated they were either satisfied or completely satisfied.

Services and Facilities Impact on Employers

The findings from the employers survey regarding awareness of, use of, and satisfaction with various KVCC services and facilities are

Figure VI

Awareness of, Use of and Satisfaction with KVCC Services and Facilities by Employers



presented in Figure VI, page 21. Employers were most frequently aware of and had used facilities for athletic purposes, job placement services, and conferences, seminars, and workshops. Satisfaction on the part of users was again very high. Findings from social agency directors closely paralleled those from employers.

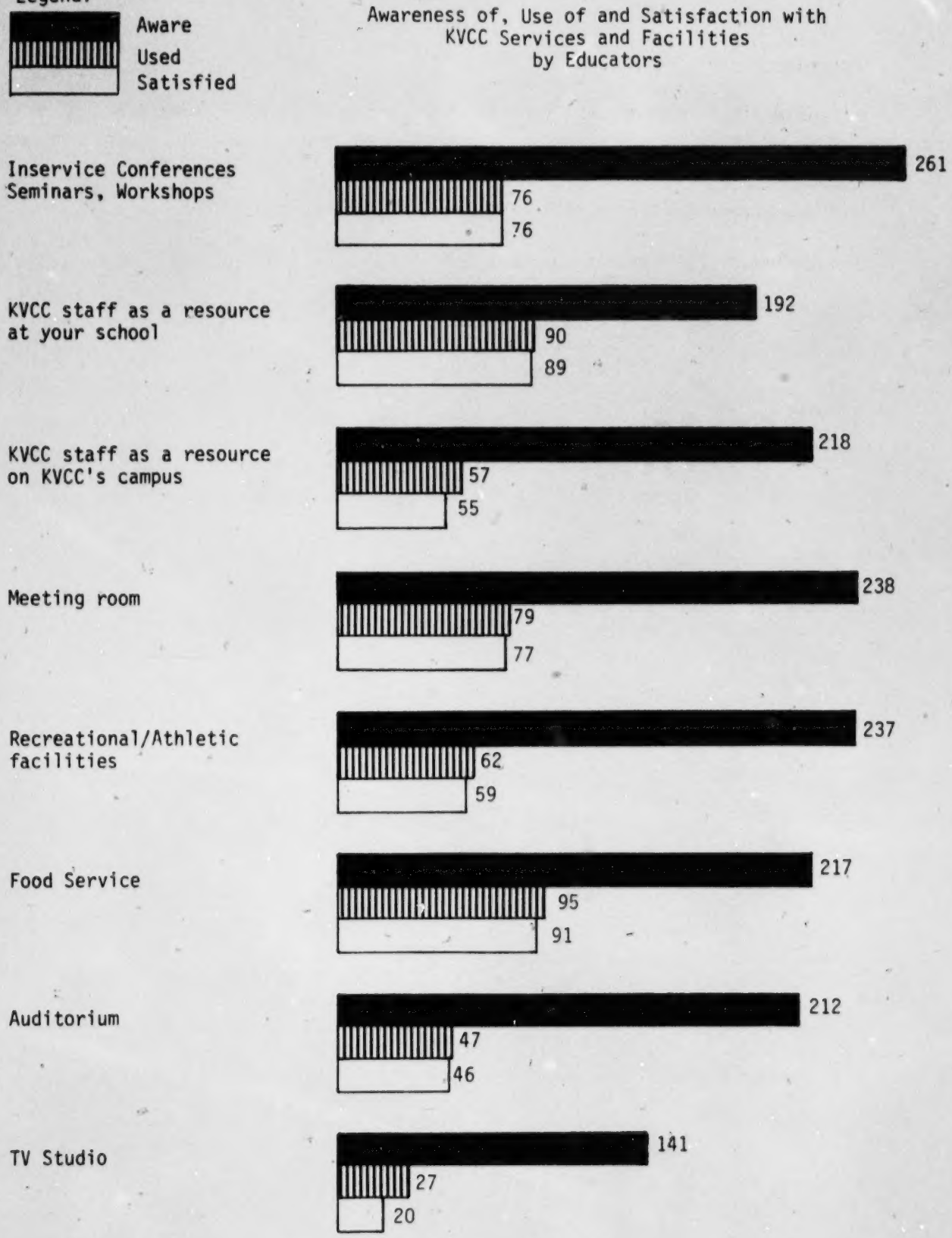
Services and Facilities Impact on Educators

Educators most frequently indicated the use of consultant services offered by the College. Satisfaction with this service was expressed by 99% of the users. Educators were also likely to be aware of and use meeting room facilities, athletic facilities, and other facilities for inservice conferences, seminars, and workshops. Figure VII, page 23 depicts the findings from educators related to services and facilities.

For many respondents, the listing of KVCC services and facilities was educational. One can see from Figures VI and VII that many respondents were not aware of KVCC services and facilities. The surveys themselves generated interest, as evidence by many written comments. For example, educators were asked how KVCC could help them better serve their students. Of the 112 comments received, 36.6% pertained to increasing communication regarding the availability of KVCC services and facilities.

Figure VII

Awareness of, Use of and Satisfaction with KVCC Services and Facilities by Educators



N = 398

Economic Factors

Operating expenditures for the 1976-77 fiscal year exceeded 6.7 million dollars. Sources of college revenue are listed below, and include nearly 3 million dollars in state funds which would not be brought into the community without the existence of the College.

Table 6

KVCC Income for FY1976-77

Tuition	$1,750,000
Property taxes	1,777,400
State aid	2,838,285
Other	375,000
TOTAL	$6,740,685

Expenditures for the 1976-77 fiscal year included over 3 million dollars in payroll (actual take-home pay), directly funneled into the community through expenditures by College employees.

Since 1967, capital expenditures have totaled over 12.5 million dollars, a substantial contribution to the local economic and employment picture.

Including salaries and wages, KVCC estimates expenditures for local goods and services total near six million dollars per year. Overall, the economic contribution of KVCC has been substantial. Revenues gained for the community heavily outweigh the community's financial support of the College.

Conclusions

Responses from all target populations surveyed in this study were very similar in content and decidedly supportive of the College programs and services. Large numbers of respondents in each sample have had one or more personal experiences with the College, and expressed their satisfaction with the experience.

Various educational needs in the community were identified, primarily by College employees and other educators in the Kalamazoo area. The suggestions given will be useful in planning future College offerings.

The economic impact of the College has been substantial, through direct operating expenditures and capital investments, and indirectly through the expenditures of College employees and students.

This first effort in conducting a comprehensive community impact study has provided a meaningful and objective look at how various groups in the community view, use, and are affected by a community college.

Appendices

A. Comments Made During Group Interviews

B. Comments Related to "Unmet Educational Needs"

C. Administrative Applications of the Study Results

Appendix A

Comments Made During Group Interviews

Several typical comments have been selected from the group interview sessions held on KVCC's campus for seven social agency directors and 35 civic leaders. These are presented below verbatim.

Social Agency Directors said....

"The use of college facilities has been extremely helpful to a number of social agencies such as blood drives, seminars, and workshops."

"KVCC's employment cooperative program, work experience, and field work experience programs have been very beneficial to some of the social agencies."

"It has given an option to students who wouldn't have attended college if KVCC had not been available."

"At KVCC people feel the college is interested in you as a total person, not only in your intellectual ability and skills."

"Programs and courses are highly publicized and people are aware of those educational services. But, many people are not aware of the additional kinds of services that are available at KVCC such as the use of college facilities, human resources, etc.."

"There needs to be better coordination between KVCC and the programs offered by various agencies."

"KVCC needs to provide leadership and training of volunteers so they can work in voluntary agencies."

Civic Leaders said....

"50,000 students have gone to KVCC over the last nine years. Of that number probably one third would not have gone if KVCC had not been in existence."

"Refresher courses, especially those which link to adult education needs are available through the college. In turn, this allows opportunities for updating adult training skills as well as enhancing their leisure time opportunities."

"I had a hard time coming up with answers to the little questionnaire. Do you therefore have a possible problem of communication concerning what people know about the college. You may need to better inform people in the community in the future."

"KVCC provides an opportunity for people not inclined to go to college, but who are pressured to go by parents. They stay for awhile and may even go on to finish a bachelors degree. KVCC had provided the leadership to give us our American Institute of Banking program, which is now highly developed and an outstanding program."

"We are pleased with the criminal justice and law enforcement program at KVCC. This allows our law enforcement officers to receive their training at an economical cost."

"The general image of KVCC is positive. However, if there is a difficulty it would be the lack of understanding of the distinctive missions and program objectives of KVCC, Kalamazoo College, Western Michigan University, and other higher educational institutions in the area."

"Many kids are going to school here because they cannot afford to go anywhere else and are perfectly capable academically."

"Programs are well publicized, but overlap between programs in other colleges in the area is not clear."

"KVCC should be emphasizing more work experience, internship, and field work experience programs."

"Programs and courses are needed in local governmental units and other political subdivisions in basic supervision, mid-management training, short-term workshops and seminars on such items as MBO training and supervision training."

"Continue and develop your attitude of responsiveness to new ideas and programs. Keep your flexibility."

"Maintain your neat appearance and the perception I have that the students have a great deal of respect for this place."

Appendix B

Comments Related to "Unmet Educational Needs"

Each target population was asked if there are "educational needs in the Greater Kalamazoo community that you feel KVCC should be attempting to meet, but is not meeting at the present time?" Representative remarks from those respondents who indicated unmet needs are presented below, for each surveyed population.

Registered Voters

Of the 383 registered voters who responded to the survey, 47 specified an unmet educational need, which they think KVCC should attempt to meet. The largest number of these (7 responses) dealt with the need for more flexible scheduling of classes. Other comments dealt largely with a specific course or service.

"Evening classes in all the programs offered at KVCC (including Health Careers and Business, especially in the summer)."

"More vocational courses that lead to actual jobs."

"People who have to rely on public transportation need public transportation to KVCC."

"I wish there was a place that would teach driver's training to adults."

"Leisure type classes off-campus in smaller communities."

"Maybe more night classes in upholstering chairs or practical things like that."

Area Employers

Thirty-four (34) of the 193 employers who answered the questionnaire listed an educational need which KVCC should attempt to meet. Of these 34 responses, 21 dealt with a specific course or program. Here is a sampling of those comments.

"Classes in heating and air conditioning."

"Courses in Material and Labor Take-Off Appraisal Approach."

"Poor promotion of programs available."

"Courses for mental retardation."

"Running a business and speaking in public with confidence."

"Courses to prepare mechanics for Michigan certification requirements."

KVCC Faculty and Staff

Of the 196 KVCC employees who responded to the survey, 69 indicated an educational need which KCCC should attempt to address. Many of these respondents commented on the general College purpose or emphasis (15 responses). Nineteen (19) respondents indicated a specific program or course. Ten (10) respondents noted unmet needs related to the disadvantaged, elderly, or minorities. The comments below are representative.

"Poor preparation of student in occupational area."

"More outreach to business and industry; more programs for elderly."

"Workshops for local teachers on methodology and content."

"Child care center -- could be training center as well."

"Continuing education courses for adults in science and humanities."

"More trades, less college type. We already have two colleges in town with this availability. Such things as cosmetology, barber school, bakers program, offset print press program, bartenders quick school...."

"Potential students who have nontraditional prior learning; recruiting of minority students and anyone who cannot drive to the campus."

"More internal cooperation for community services."

Other Area Educators

Eighty-two (82) of the 398 educators who returned questionnaires listed an unmet educational need. Of these, 23 dealt with increased emphasis on vocational/technical courses and programs. Eighteen (18) respondents indicated a specific course or program, and eight listed a need related to remedial or "basic" education.

"Keep to vocational trades in a wider area."

"Closer relationship with public schools/training programs."

"More rigor in clear language."

"Technical education, i.e., truck driving, mechanics, carpenters."

"More flexible class schedules for those who work a swing shift."

"More classes for degreed people who need an alternative to WMU -- evening classes and workshops."

"Career education for the student who is academically handicapped."

"Much more remedial work needs to be done to make students employable."

Civic Leaders

Sixteen unmet educational needs were specified by the 45 civic leaders who responded to the questionnaire. These items dealt with educational offerings (11) and external relations (5).

"Masonry with on-the-job training."

"Courses especially designed for governmental bodies -- official and voluntary."

"Need for secondary-level vocational training still exists."

"Perhaps stronger ties between KVCC and public secondary system could strengthen the area of general career orientation among young people."

Social Agency Directors

Of the sixteen social agency directors who completed a questionnaire, four (4) indicated an educational need which KVCC should attempt to meet.

"Course on volunteer management for human service agencies staff."

"Workshops for service and skilled trades."

Appendix C

Administrative Applications of the Study Results

Nearly all College operations will in some way be affected by the results of the Community Impact Study. The results of the study should aid administrators in program planning, program evaluation and public relations efforts.

In the area of instruction, written comments by survey respondents, as well as tabulated data, will be used to review existing program effectiveness and to examine the potential for new courses and programs. It is anticipated that several studies will be undertaken to investigate the feasibility of implementing specific suggestions made by respondents during the study, and to evaluate areas where problems were noted. Instructional administrators plan to share study findings with appropriate groups, committees and councils, both inside and outside the College. Such information should serve to inform as well as stimulate discussion and lead to problem-solving.

Students services personnel plan to review study results to obtain information that could be used in student recruitment. Respondent comments will be reviewed to identify needed services as well as to evaluate those services which were used by survey respondents. Comments and suggestions will be used as plans are developed for counseling, placement and financial aid services.

Other administrative offices will be affected indirectly through any planning activities which require budget support, facilities modification and support services. As instructional and student service personnel develop plans and evaluate programs and services, other administrative offices will provide financial and research data.

Finally, study results will be used for identifying areas of public understanding of the missions and goals of the College. Specific annual college objectives will be developed to relate to enhancement of that understanding. The general level of information about the College and its programs will be assessed. Public relations efforts will then focus on the identified areas, as well as use such findings to develop an overall College promotion program.

UNIVERSITY OF CALIF.
LOS ANGELES

JUL 14 1978

CLEARINGHOUSE FOR
JUNIOR COLLEGES